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ABSTRACT

This document provides information about the creation and implementation of 12 community learning centers at selected high schools within the Lane Community College (Oregon) district. Community learning centers are founded on the belief that high schools are the center of education in communities and that community colleges should take learner-centered curricula directly to the communities they serve. Through distance learning that employs a combination of synchronous telecourses, modem learning, and computer online facilities, learners aged 16 to retirement age can have access to higher education and continuing education opportunities during day, evening, and weekend hours. The facilities act as one-stop centers where high school students or community residents may register and pay for classes, attend telecourses, be tested, receive academic or financial aid counseling, or participate in any other function found at a traditional community college campuses. Included in this report are four figures and reproductions of Power Point presentation slides. (SL)

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ED 426 724

COMMUNITY LEARNING CENTERS

A Reality for the Twenty-first Century

- A learner-centered environment
- Improved access to education for metro and rural areas
- Learning through technology
- Multiple instructional delivery systems
- Congruence with College mission and goals
- Partnerships with the community

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Lane Community College

October 1998

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Executive Summary

This report provides detailed information about the creation and implementation of Community Learning Centers at selected high school sites throughout the College's service district. Among the material presented are these key points:

- Community Learning Centers (CLCs) were presented to the voters in the May 1995 bond levy election. Acceptance of the idea of having sites at local high schools has met with unparalleled enthusiasm by area school superintendents, principals, faculty members, community members, and local Boards of Education.
- CLCs did not just happen. For several years Lane has been conducting classes at local high schools. Both cooperation by the local schools and participation by local citizens have been excellent. CLCs are a major step forward in providing *learner-centered* opportunities to access higher education in a neighborhood setting.
- Numerous community agencies have shown interest in the CLC concept. CLCs will likely become part of the Region V One-Stop Center concept, particularly in rural areas. Several grants have already been committed or are being considered for the CLCs and are indicative of the feeling of innovation that has driven the creation of these centers.
- The CLCs add independent (just-in-time) study and distance learning capability to the college's instructional program. This comes at a time when individually designed study and distance learning are quickly becoming a part of the post-secondary teaching and learning scene.
- CLCs will be learning and student service outposts for the College. In addition to offering classes, several important student service functions will be available at these centers, such as counseling, advising, testing, career development, enrollment services, and limited financial services.
- The CLCs will increase enrollment not only through direct enrollments at the centers but also by serving as a way people can begin their college work, re-enter college, or continue their education throughout their lives.
- $3.2 million is budgeted in the bond construction funds for the CLCs. This represents about 7% of the bond funds. Start-up costs for equipment and furnishing are estimated at $875,000. Furnishings are budgeted as a part of construction funds, whereas costs for equipment will come from bond equipment funds, grants, and user fees. Operating costs are projected to run $525,000 to $550,000 per year. In addition to currently budgeted funds, $200,000 to $250,000 will need to be allocated to the CLCs in the 1998-99 budget process.
- The costs of offering instruction in the CLCs (cost/FTE) is favorable when compared to instructional programs in general at the College. The metro centers, due to anticipated higher volume, are projected to be in the $2,500 per student FTE, although the rural centers will be higher. The average cost/FTE for the college is about $2,700.

The Community Learning Center Planning Team—comprised of Ann Bacon, Nick Cheshire, Paul Colvin, Debra Lamb, Cynde Leathers, Bea McRae, Carol Lynn Morse, Jerry Nehring, Bob Vogel, Larry Warford—respectfully submit this report with hope that the information will give an in-depth understanding of CLCs.

Community Learning Centers

A good idea takes on a life of its own. The "good idea" was the inclusion of Community Learning Centers (CLCs) in Lane Community College's $42.8 million bond measure. No one can be certain what influence CLCs may have had in the success of the bond measure, although it is likely that their creation was viewed as an extension of good will to the community that supported the bond. The essence of the positive impact was well-expressed by a community person: "The Community Learning Centers were a real perk in the bond. It felt like the College was giving something back to the community that supported the bond." A "life of its own" developed rapidly as understanding increased about the opportunities that CLCs could bring for learners, instructional departments, and the community. The purpose of this report is to describe the "good idea" and the plan for guiding the development of CLCs.

The Good Idea

Exactly what was the good idea? It was to establish learning centers in communities through cooperation with local high schools. High schools serve as the centers of education in communities, and the addition of CLCs will provide access to higher education in neighborhoods. Savings in construction costs will be realized through collaborative plans to remodel or add to existing buildings, in which entry ways, halls, rest rooms, waiting areas, and additional classrooms for evening use are already in place. In addition to new or remodeled space that will include a computer lab and a technologically equipped classroom, the College will have access to high school classrooms for late afternoon and evening classes.

A Lane Community College CLC Planning Team visited many sites and selected eight potential high school sites. Criteria for site selection included geographical location; ongoing building and remodeling plans; administrative and staff support; community integration; access to entry ways, hallways, rest rooms, and additional classrooms; availability of parking; and opportunity for a highly visible profile for Lane. Three Community Learning Centers opened during the 1997-98 academic year: Thurston, Willamette, and Oakridge. The Churchill Community Learning Center opened in Fall of 1998, and additional sites are proposed to open Fall 1999: Junction City, Harrisburg, Elmira, and McKenzie.

CLCs will serve learners from sixteen-years-old to those at retirement age. Users will attend a variety of credit and continuing education classes and experience "live" classes that will be transmitted from main campus, telecourses and modem learning, and independent and guided learning in computer on-line labs. CLC facilities will accommodate those who want daytime, evening, and weekend learning opportunities, as well as high school students who want access to higher education.

Lane Community College

COMMUNITY LEARNING CENTERS

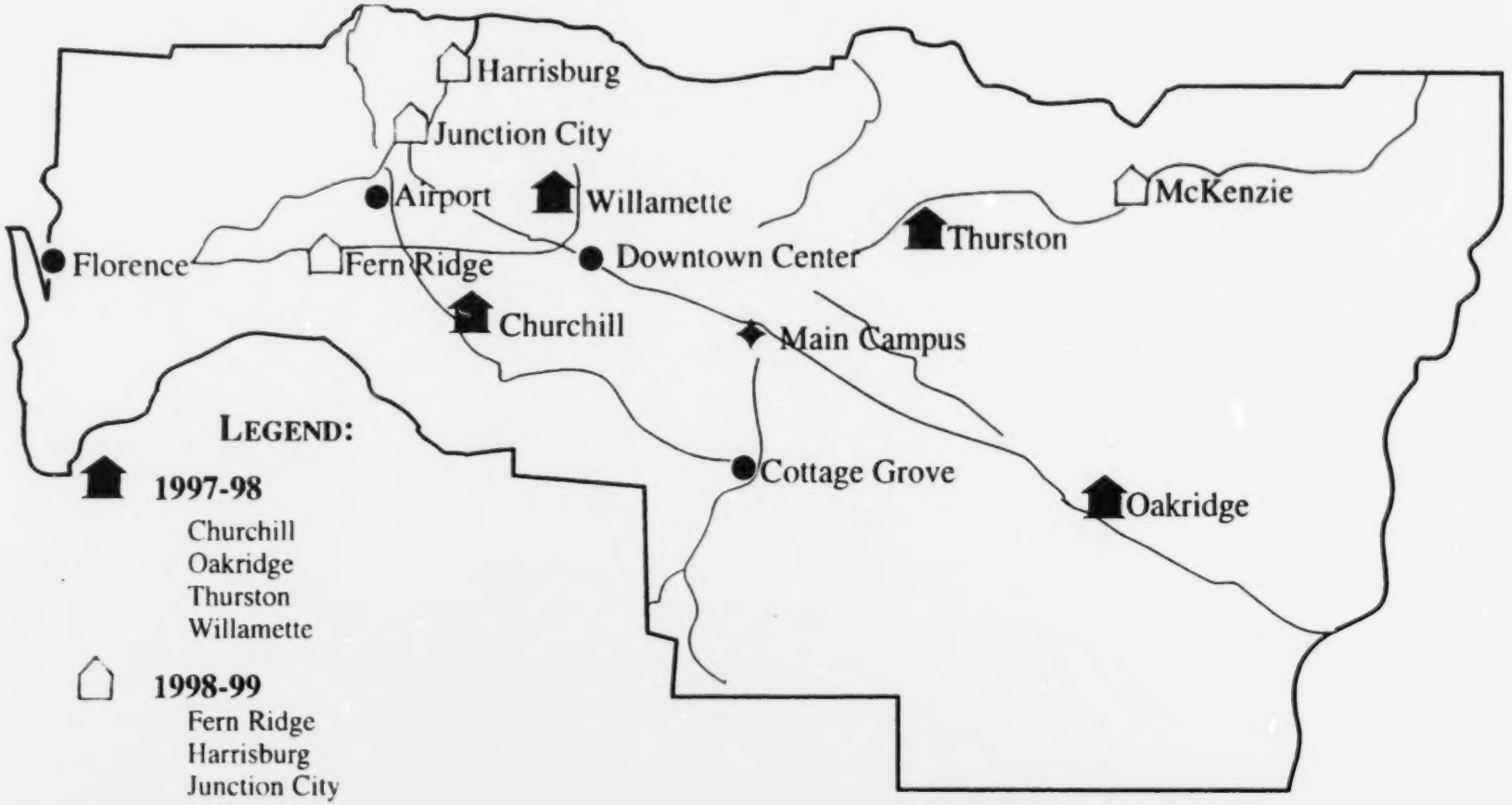

Figure 1

The centers will essentially be one-stop centers and will be staffed by those who are exceptionally well-trained representatives of the College. The staff will be competent in computer technology (applications and troubleshooting) and distance learning, and will be cross-trained to provide information about the College and community resources, to monitor admissions and registration procedures, to conduct financial transactions, to proctor testing, and to provide advising information and financial information. CLC staff will have dedicated time for initial and ongoing training and opportunities to network as a team and with other College teams, such as Students First! information and one-stop teams.

Community agencies will join Lane and high schools in providing services for learners, particularly as services relate to welfare reform, vocational rehabilitation, employment, and personal and family self-sufficiency.

Lane has been experimenting with offering credit and non-credit classes at high schools for many years; outreach centers were long-ago established and successful, and the main campus has begun to infuse technology in the delivery of instruction. So what is the "value added" of CLCs? Simply due to the overture of partnership, CLC designated high schools have opened their facilities to Lane. The number of classes offered rent-free in high schools is increasing, as is enrollment. Through CLCs high school students may be more likely to develop a view of life after high school, especially with easy access to testing, advising information, and educational planning. Some high school students will weave college courses and computerized independent learning packages into their high school plans or advanced placement. Vocational and technical learning experiences may be especially attractive and critical as shrinking budgets continue to remove such opportunities from high schools.

But high school students will not be the major users of CLCs. Most learners will be adults who will experience entry to the College through a CLC door. They will take GED classes, non-credit classes, telecourses, and credit classes delivered in electronic formats. These learners will receive help in navigating technology and learning systems. Through CLCs Lane will take education to learners who may be more likely to enter the learning community through a neighborhood center than a trip to main campus. A few CLC learners may never leave the CLC environment. (It will be possible, for example, to earn an AAOT degree through telecourses and on-line modem-delivered courses at CLCs.) But most CLC learners will gain an understanding of how to meet their needs by selecting from all college programs and services.

CLCs will provide instructional departments an opportunity to expand their instructional offerings, particularly through technology. CLCs will showcase computerized instruction developed by Lane's faculty and will provide access to some commercial learning programs. Multiple-site transmission of live classes will provide a boost in terms of learner access and program development. CLCs will provide a high-profile impact that Lane is a college of the new millennium, particularly in developing a learner-centered environment that is responsive to the needs of the community and in integrating technology into the delivery of learning.

How does the good idea fit with other developments at Lane? The College is in a period of transformation, and yet there is a confluence of energy in responding to the needs of the community and the development of new ways to assist a diverse group of learners. The Future Directions Conference Report (1997) reflects themes of focusing on student learning

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and improving access for a diverse group of learners, using technology to improve education, and cultivating internal and external partnerships. The Strategic Plan for Instructional Services (1997) echoes these themes and notes the need for more flexibility in offerings, times, and delivery systems. In fact, The Strategic Plan identifies Community Learning Centers as important in supporting flexible schedules, innovation, and partnerships. In describing the need for change, the Strategic Learning Initiative document emphasizes the importance of formulating instructional methods and programs to meet the current and potential needs of students. The Final Attainment Report on the 1995-96 College Plan documents a number of ways that CLCs are regarded instrumental (e.g developing Bridge programs, delivery of GED services). The number one principle of Students First! Process Redesign (1997) is to "Acknowledge that we [the College] exist to serve students. . . . Our primary mission is to facilitate their learning experience." The Executive Leadership Team has pledged to "advocate life long learning," "transform students into true learning partners," and "to fully implement the concept of Lane as a learning college." A high degree of convergence exists among these developments and CLCs in concept and design will address many of the underlying issues.

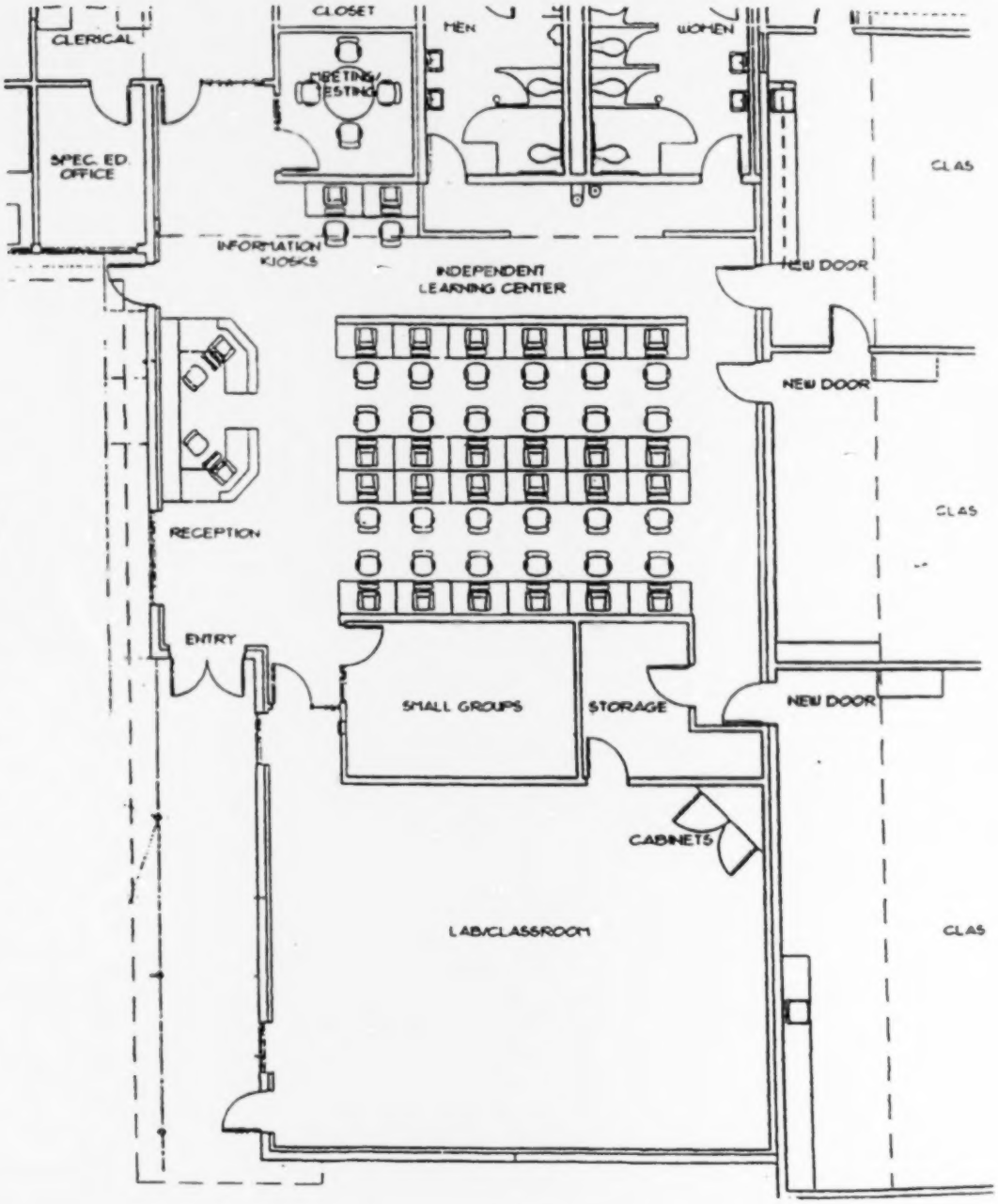
The development of CLCs is highly congruent with the philosophy and goals of the college. An analysis of the parallels between College goals and CLCs is displayed in Appendix A. Deeper reflection on these goals led to the development of value statements related to CLCs. Faculty, staff, students, the Executive Leadership Team, and the Board are invited to review and comment on these values. The purpose of stating values is to establish commonly held values and to guide the development of behaviors that are congruent with them. The values displayed in Figure 1 also convey the spirit of the Community Learning Centers.

Figure 1
Values for Community Learning Centers

- The learner and learning are the focal point of the Community Learning Centers.
- Learning is respected as a process that is life-long for everyone and measured by improvement.
- The learner is provided with as many learning options in time, space, structure, and methods of delivery as feasible.
- Learners have access and assistance in using state-of-the-art technology to assist learning.
- Assessment of learners' abilities, achievement, values, needs, goals, expectations, resources, and environmental/institutional limitations is fundamental to providing services.
- Diversity of learners is recognized in terms of learning needs, modes, pace, and styles.
- Learners assume primary responsibility for making choices about goals and options and implementation of individual learning plans.
- Learners benefit from the deep and meaningful involvement of full and part-time faculty, staff, students and the services, expertise, and experience that eclipse organizational lines of the College.
- Learners benefit from the centers' responsiveness to the learning needs of the community and partnerships with other service providers.
- Learners experience the spirit of invitation and inclusion; communication about the Centers and opportunities for input are broad, consistent, and continuous until the Centers become an established part of the college and the community.
- Learners profit from an environment where competence and teamwork are modeled; routine decision making and problem solving is performed by center employees with consultation available across community learning centers and with managers.

Figure 3

COMMUNITY LEARNING CENTER SAMPLE FLOOR PLAN*



*** Configurations vary among Community Learning Centers**

Figure 4

COMMUNITY LEARNING CENTERS

Example of Daily Center Multi-Schedule

Independent Study Lab	Distance Classroom	Reception, Testing, Small Group Areas
8 - 10 a.m. High School use **10 a.m. - 9 p.m. (MW)** **10 a.m. - 6 p.m. (T/Th)** Community use for credit & non-credit Independent Learning • self-paced instruction • on-line classes • telecourses • teleconferences • job and career information • resumé building • interview skills information • adult skills development • GED preparation • orientation to college • Internet access • computer lab access **6-9 p.m. (T/Th)** Classes and events as scheduled **9 a.m. - 3 p.m. (Saturday)** Classes, independent study/computer lab time	**8 a.m. - 9 p.m.** Group Learning • teleconferences • live classes, workshops, seminars • interactive video/multiple-site transmissions • staff training	**8 - 10 a.m.** Maintenance and scheduled events **10 a.m. - 9 p.m.** • referral to college and community resources • college admission information • advising information • financial aid information • placement testing • payment services • college and agency information and services as scheduled
Additional Classrooms The College will have use of high school classrooms (rent-free) that are adjacent to the Community Learning Center from 6:00 p.m. to 10:00 p.m.		

From: ***Community College Week***
December 15, 1997

Back to the Future

Many of us in the "community college business" know, either through personal experience or by reading the history of the community college, that many of our institutions began in a wing of a high school. Over time most colleges have developed a campus setting independent of other institutions and thus created our own identity.

Twenty years ago, however, many of us realized that our beautiful campuses on the edge of town were not serving populations in the central part of our cities, so we established "downtown centers." These centers typically housed programs such as basic skills and English as a Second Language, and most often included programs designed to serve business and industry. In addition to downtown centers, many colleges have built extension centers in outlying communities in their service districts.

Today, many of us are thinking of new ways to serve learners who may find it inconvenient, if not difficult or impossible, to access programs on the main campus of our colleges. One such effort at Lane Community College involves a unique partnership with, guess who? — the local high school.

Two years ago, we passed a $42.8 million bond issue that included provisions for several major construction and equipment initiatives for the college. Included was $3.2 million to construct *Community Learning Centers* at eight high schools in the college's service district.

For several years previous, the college had established a collaborative relationship with several high schools to offer programs for adults in the evenings and on weekends. The establishment of these new Community Learning Centers (CLCs) will bring this collaboration to a new level.

High schools were chosen as sites for several reasons: (1) they serve as centers of education in their neighborhoods or communities; (2) building at the high school site saved public funds by using existing land and other infrastructures; (3) it was a strategic location for serving both high school students wishing to access higher education programs and services while in high school, as well as learners from the general community. Also, by building community learning centers at high school sites, the schools have agreed to allow the college the use of their entire school facilities during non-school times. They typically are located at the front of the school, near the administrative offices, giving the centers a definitive front entrance to the community.

The CLCs are approximately 2,500 square foot additions to the existing high school buildings. In some cases the exterior walls of the high school serve as a wall of the addition. Each center includes a class-sized computer laboratory, a classroom equipped for video distance learning, a testing-counseling area, and a small group meeting-viewing room..

Instruction will be provided through a variety of distance learning media, including Web-based courses, telecourses, and real-time distance video. While the computer laboratory will be primarily used for independent study, live classes will be scheduled in both that lab as well as the adjacent classroom..

CLCs will serve learners from

sixteen years old to those at retirement age. Learners will be able to access the centers during the daytime, evenings, and on weekends. The centers will essentially be one-stop centers and will be staffed by well-trained college staff members who can help learners access programs and services of the college.

The staff will be competent in computer technology and distance learning and will be cross-trained to provide information about the college and community resources, to monitor on-line admissions and registration procedures, to conduct financial transactions, to proctor testing, and to provide advising and financial information. Community agencies will join the college and high schools in providing services for learners, giving the centers status as federally defined "one-stop centers."

Community Learning Centers will provide instructional departments of the college an opportunity to expand their instructional offerings, particularly through technology. The centers will showcase distance learning programs developed by the College's faculty and will provide access to some commercial learning programs. Multiple-site transmission of live classes will provide a boost in terms of learner access and program development.

The centers will provide a high-profile example that the College is one of the new millennium, particularly in developing a learner-centered environment that is responsive to the needs of the community and in integrating technology into the delivery of learning.

The CLCs, Lane Community College style, are born from values that reflect the momentum of current issues and trends in education around education needing to become more learner-centered. According to Dr. Terry O'Banion, President of the League for Innovation in the Community College, our conventional systems of schools are time-bound (class hours, semesters, courses, school years), place bound (campus, classroom), role bound (lecture mode), and efficiency bound (credits, grades, full time equivalent students, and bureaucracy). O'Banion suggests these bonds must be broken and schools must be redesigned to place the learner and learning first. The Community Learning Centers, as we are developing them, will put the learner and learning first.

It is critical that the CLCs are understood not simply as a geographic extension of the college where business is done as usual. Technology combined with quality learning experiences designed by our faculty will provide people new ways to be successful as learners.

Throughout my years of work in the community college, I have found no idea as readily accepted by our local school officials as the Community Learning Center idea. Local school leadership is eager to have community college programs and services readily accessible to their high school students, as well as their community members.

Making better use of publicly-owned facilities makes sense. And making improved learner-centered access to higher and continuing education programs and services allows us to do what we do best—serve learners.

Laurance J. Warford
Vice President for Instruction
Lane Community College
Eugene, Oregon

Community Learning Centers: A Good Idea Becomes Reality

Lane Community College

Introduction of Presenters

- **Larry Warford**
  Vice President for Instruction
- **Debra Lamb**
  Director, Community Learning Centers
- **Larry Horton**
  Superintendent, Oakridge School District #76

Session Format

Presentation **40 minutes**

- The Idea
- Implementation
- Partnerships

Questions/Answers **20 minutes**

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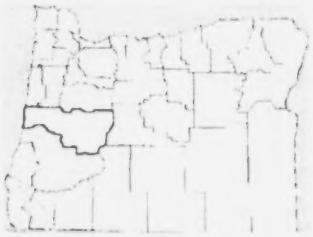
Lane Community College District



Lane Community College

- **Comprehensive**
- **Enroll 38,000 annually**
- **5,000 square miles**
- **308,500 population**
- **Revitalized economy**

What goes around . . .

Lane Community College

"The Good Idea"

Community Learning Centers

- Establish learning centers in communities through partnerships with local high schools in order to increase access to college programs and services.

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Why High Schools?

- Education centers that already exist
- Saved public funds
- Serves both high school students and community
- Allows use of high school in "off hours"

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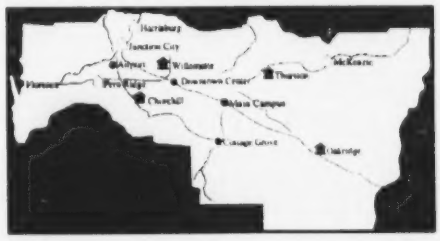
Lane Community College Access Points



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What is a Community Learning Center?

- 2,500 square feet
- Front entrance
- Computer lab
- Classroom
- Testing area
- Small group meeting room

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Thurston Community Learning Center

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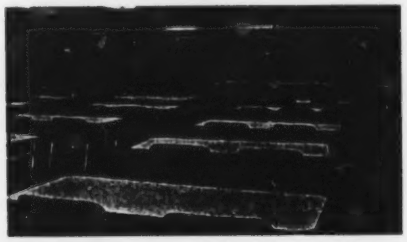
Thurston
CLC Classroom



Willamette
Community Learning Center

Willamette
CLC Computer Lab

Oakridge
Community Learning Center

Oakridge
CLC Reception Area

Instruction

- Live classes
- Internet courses
- Telecourses
- Computer
- Distance video
- Credit/Non-Credit

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Services

Collegewide:

- Admissions, registration, financial transactions
- Advising
- Financial aid information & assistance
- Textbook sales
- Lane Kiosk (student schedules, class availability, transcripts)
- Computer lab assistance
- Testing
- One-stop career network

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Values

- The learner and learning are the focal point of the Community Learning Centers.
- Learning is respected as a process that is life-long for everyone and measured by improvement.
- The learner is provided with as many learning options in time, space, structure, and methods of delivery as feasible.
- Learners have access and assistance in using state-of-the-art technology to assist learning.
- Assessment of learners' abilities, achievements, values, needs, goals, expectations, resources, and environment/institutional limitations is fundamental to providing services.

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. . . Values

- Diversity of learners is recognized in terms of learning needs, modes, pace, and styles.
- Learners assume primary responsibility for making choices about goals and options and implementation of individual learning plans.
- Learners benefit from the deep and meaningful involvement of full and part-time faculty, staff, students and the services, expertise, and experience that eclipse organizational lines of the College.
- Learners benefit from the centers' responsiveness to the learning needs of the community and partnerships with other service providers.

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. . . Values

- Learners experience the spirit of invitation and inclusion; communication about the centers and opportunities for input are broad, consistent, and continuous until the centers become an established part of the college and the community.
- Learners profit from an environment where competence and teamwork are modeled; routine decision making and problem solving is performed by center employees with consultation available across Community Learning Centers and with managers.

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Who are the learners?

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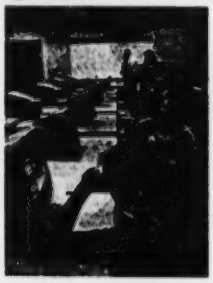
High School Students



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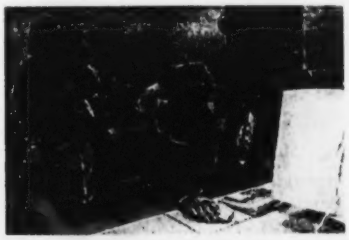
Community Residents

Lane Community College



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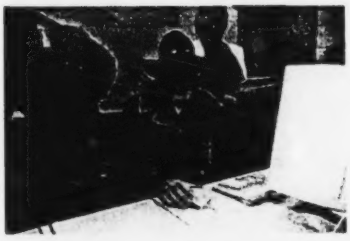

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Responses to O'Banion

That traditional education is . . .

- **Time bound**
  - class hours, semesters, courses, school years
- **Role bound**
  - lecture mode
- **Place bound**
  - campus
- **Efficiency bound**
  - credits, grades, FTE, bureaucracy

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From Idea to Reality

- **$42.8 million bond election**
- **$3.2 million for Community Learning Centers**

Lane Community College

Equipment and Furnishings

(approximately $115,000)

- 24 station computer lab
- Staff and instructor computers
- Printers
- Projection system
- Scanner, Fax, Copy Machine
- LCC kiosk
- 5 TV/VCR viewing stations
- Software
- Computer tables/chairs for lab, classroom, testing, conference rooms
- Miscellaneous

Lane Community College

Staffing

- 1 full-time Center Coordinator
- Part-time Center staff to fill in during lunch breaks, vacations, etc. and to assist during peak periods
- Part-time evening building supervisor
- Part-time courier

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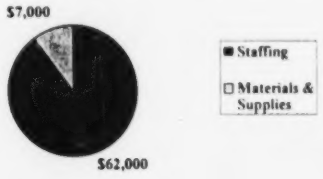
Annual Budget per Center



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Hours of Operation

Lane Community College

Classes

- Adult Basic Education
- English As a Second Language
- LCC summer high school completion
- Continuing Education
- Credit, live, on-line, & telecourse classes
- Credit/Continuing Education business computer application through independent learning in lab with testing at Center

Lane Community College

Promotion

- Direct mail flyer listing Lane classes & services to community (PR office at Lane helps fund)
- Inserts & articles in school newsletter
- Ads in local newspapers
- Lane main quarterly schedule w/Centers listed separately
- Local Chambers of Commerce, others
- Open houses, free mini-computer classes

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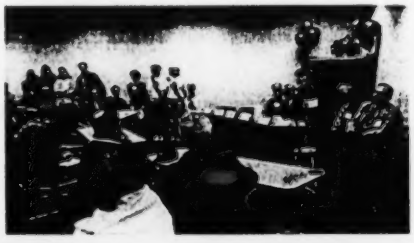
Open Houses

- 1/2-hour mini classes/demos (floristry, karate, Internet, painting, etc.)
- 1/2-hour program by Lane, School District, City officials, and a student giving comments on potential of Center
- Hors d'oeuvres, beverages, cake celebrating opening
- LCC services and staffed informational tables
- Drawing for free class

Lane Community College

Lane Community College

Lane Community College



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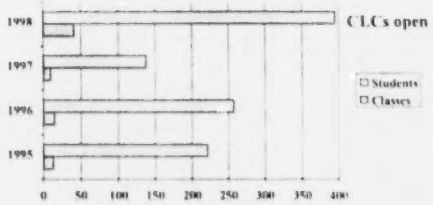
Enrollment - Spring Comparisons

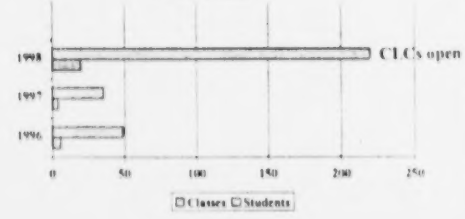
Metro Center



Lane Community College

Enrollment - Spring Comparisons

Rural Center



Lane Community College

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Working With Schools

- Lane uses Center after 10am during week
- Lane uses high school rooms in evening
- Share cost of software and/or equipment
- High school provides daily maintenance of Center
- Lane can offer classes for high school credit
- Lane can provide computer training to school staff
- High school students and staff provide input for desired Lane classes and services
- School promotes Lane offerings and services
- Good contact and communication with school staff
- Recruitment opportunity

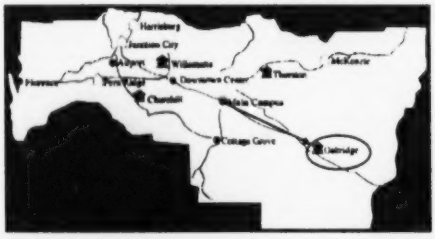
Lane Community College

Future

- Video conference capability
- Work with education service district to co-offer their trainings to school staff
- "Floater" contracted staff
- Training for pool of people to have computer and Lane service skills
- Specialized training in labs for public, high school students, businesses
- Upper division college classes and university information
- Lane counselors on rotating basis at each Center

Lane Community College

Oakridge Community Learning Center



Lane Community College

The Oakridge Community

- Located in the center of the Cascade mountain range
- Beautiful forests with numerous lakes and streams
- 60 miles from the nearest college campus
- 20% unemployment rate
- Displaced workers from logging industry
- 60% of school district students on free lunch program
- Population currently 5,000 (10 years ago it was 15,000)
- High percentage on welfare; high percentage of population retired
- City leaders looking for new economy

Lane Community College

Oakridge Community Learning Center

Lane Community College

Community Learning Centers: A Vision Come True

- Belief 1
  - Local schools are the hub of their community
- Belief 2
  - Lifelong learning should be available to all
- Lane Community College learning centers bring these two beliefs together.

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Benefits to the High School

- High school has access to computer lab
- High school students may access computers throughout the day
- High school students may access advanced, remedial, and special interest classes
- High school students have some dual enrollment opportunities

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Benefits to the Oakridge School District

- Access to on-line services
- Professional staff development opportunities
- Savings of lab construction costs
- On-site college employee that assists with computer directed issues and high school student questions

Lane Community College

Benefits to the Oakridge Community

- Retraining opportunities for displaced workers
- Opportunities to earn college degrees/ certificates
- Opportunities for community interest classes
- Computer technology available to all
- Tax savings from bond measure

Lane Community College

Benefits to Lane Community College

- Savings from land purchase
- Savings from custodial/maintenance costs
- Shared instructors and facilities
- Increased enrollments

Lane Community College

Concerns

- Less control of who is on the high school campus
- Ongoing facility costs are unknown
- Community perception during district bond drive
- Will enrollments justify the facility?
- Will instructors travel to Oakridge?
- Will Lane be able to increase class offerings via the computer and telecourses?

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Next Steps

- Expand course offerings through technology
- Expand enrollment by meeting community needs
- Expand the partnership from the school district and Lane to include businesses, the city, and other civic groups
- Turn the facility into truly a "community college"

Lane Community College

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